

A faint, light gray outline of a world map serves as the background for the slide. The map shows the continents and major country borders, with a slightly darker shade of gray for the landmasses.

Assessing International Education Programming: Longitudinal and Cross-national Approaches

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Agenda

- Personal Experiences and Reflections
- The Problem with People Like Me (Us)
- Assessing Impact of International Programming
- Assessing Needs in International Programming
- Examples of International Assessments
- Conclusion and Future Directions

Personal Experiences with International and Language Programs

- American Field Service host brother and exchange student, Dominican Republic
- Rotary Undergraduate Fellow, Spain
- Foreign Language and Area Studies Fellowship, Brazil
- Ph.D., International Comparative Education
- USAID Decentralized Basic Education in Indonesia
- Each of these experiences has had a strong positive impact on my global awareness and proficiency in languages other than English.

The Problem with People Like Me (Us)

(From an evaluation standpoint)

- I self-selected into every international and language training opportunity available to me.
- To assess the impact of international programming on my global knowledge we must separate the impact of my intrinsic interest in all things international from the impact of the programming.
- Also, did I need international programming in the first place?
- How do we assess needs of people “not like me?”

Possible Approaches to Evaluate Impact of International Programming

- “Twin Studies”
- Experiments
- Quasi-experimental analysis of large datasets
- Longitudinal Studies: Follow students over time, assessing outcomes and collecting information on participation in international and language-oriented programming. Then relate changes in outcomes to participation.

Examples of Longitudinal Studies in the United States

- Baccalaureate and Beyond (B&B)
- Beginning Postsecondary Students Longitudinal Study (BPS)
- Early Child Longitudinal Study (ECLS)
- Education Longitudinal Study of 2002 (ELS)
- High School and Beyond (HS&B)
- Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE)

Possible Approaches to Assess the *Need* for International Programming

How can we assess the strengths and weaknesses of our society in terms of global awareness and language proficiency?

- General Surveys of the Population
- Global Knowledge and Foreign Language Tests
 - Council on Learning's Global Awareness Survey, 1980
 - NAEP Civics Assessment: 1988, 1998, 2006,
 - NAEP Geography Assessment: 1988, 1994, 2001, 2010, 2014
 - NAEP Foreign Language Assessment: 2018
- International Assessments

The Advantages of International Assessments

- Identify strengths and weaknesses within national education systems
- Provide benchmarks to inform countries how they are doing relative to the rest of the world
- Inspire efforts at educational improvement through knowledge and international competition
- Generate information that is useful to comparative researchers and policy makers

What types of questions could we explore with an international survey?

- How do the global knowledge and international experiences of Americans compare with:
 - citizens of countries we have economic and political relations with?
 - citizens of countries we have strained relations with?
- In what domains of global awareness are Americans relatively strong or weak?
- How do Americans compare internationally in foreign language proficiency?
- What is the relationship between global awareness and international experiences?

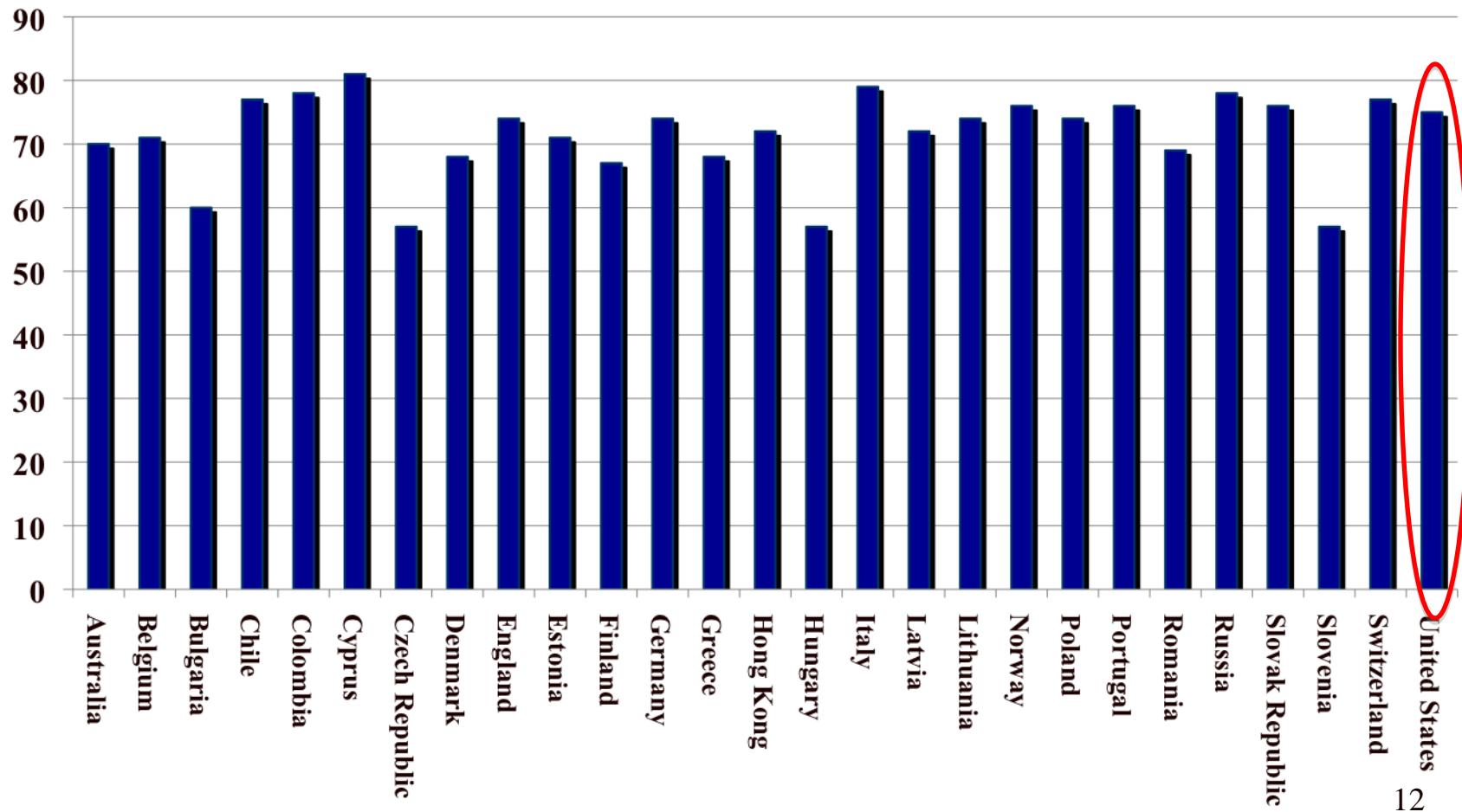
Examples of Current International Assessments

- International Civic and Citizenship Education Study
- Program for the International Assessment of Adult Competencies
- Programme for International Student Assessment
- Progress in International Reading Literacy Study
- Trends in International Mathematics and Science Study

International Civic and Citizenship Education Study (ICCS)

- International Association for the Evaluation of Educational Achievement (IEA)
- Assesses participation in civic activities and conceptual understandings of civics knowledge
- 1999 (CIVED): 14-year-olds in 28 countries; 17- to 19-year-olds in 16 countries
- 2009 (ICCS): 8th graders in 38 countries
- Relevant Questions: participation in international activities, instruction about other countries

In school, I have learned to be concerned about what happens in other countries.



Program for the International Assessment of Adult Competencies (PIACC)

- Organization for Economic Cooperation and Development (OECD)
- Designed to assess work-place skills, numeracy, literacy, and ability to solve problems in technology-rich environments
- Tests adults aged 16-65
- First administration in 2011 with 26 countries
- Survey and test instruments under development and piloting

Programme for International Student Assessment (PISA)

- OECD
- Assesses readiness of students to participate in society and the workforce
- Tests 15-year-old students
- Every 3 years with a different focus:
 - 2000: reading literacy, 43 countries
 - 2003: mathematical literacy, 41 countries
 - 2006: scientific literacy, 57 countries
 - 2009: 62 countries
- No questions related to global awareness or proficiency in a foreign language

Progress in International Reading Literacy Study (PIRLS)

- IEA
- Assesses reading skills, behaviors, and attitudes of young students
- Tests fourth-grade students
- Every 5 years since 2001:
 - 2001: 35 countries
 - 2006: 45 countries
 - 2011: 53 countries
- No questions related to global awareness or proficiency in a foreign language

Trends in International Mathematics and Science Study (TIMSS)

- IEA
- Assesses mathematics and science skills and knowledge, as well as policies and practices
- Tests 4th and 8th grade students
- Every 4 years since 1995:
 - 1995: 27 countries in 4th grade, 42 countries in 8th grade
 - 1999: 39 countries in 8th grade
 - 2003: 26 countries in 4th grade, 45 countries in 8th grade
 - 2007: 40 countries in 4th grade, 55 countries in 8th grade
- No questions related to global awareness or proficiency in a foreign language

Summary

- Longitudinal studies represent a promising means to assess the impact of international programming.
- International assessments can provide important information about strengths and weaknesses in Americans' global awareness relative to citizens of other nations, but existing surveys do not probe these issues.
- The IEA Civics Education Study is closest in focus, but the U.S. did not participate in 2009.

Future Directions in Assessment of International Programming

- Further development of longitudinal surveys to assess the impact of international programming and language training.
- Campaign to include questions related to global awareness in international surveys (conferences, seminars, research and policy literature).
- Development of international survey dedicated to assessing global knowledge and language proficiency (start small).